

## Summary of Effective Literacy Assessments

Literacy Area to Assess	Description	Informal Assessments	Instruments
ALPHABETIC PRINCIPLE	Children automatically associate the individual letter with its sound	Teacher asks child to: <ul style="list-style-type: none"> <li>• Name letters that are shown</li> <li>• Pronounce letter sounds</li> <li>• Choose letters that have specific names and sounds</li> </ul>	Checklists Observation instrument
PHONEMIC AWARENESS/ PHONOLOGICAL AWARENESS	Ability to hear, to identify, and to manipulate sounds in spoken language	Teacher asks child to: <ul style="list-style-type: none"> <li>• Recognize words that rhyme in text</li> <li>• Identify a word that is different from several others</li> <li>• Segment syllables into phonemes</li> <li>• Blend phonemes into a word</li> <li>• Produce words that start with the same sound</li> <li>• Count the number of phonemes in a word</li> <li>• Add, delete, and move phonemes around in words</li> </ul>	Checklists Observation instrument
ORAL READING FLUENCY	Fast, expressive reading that involves both rate of reading words and the phrasing that good readers use when reading out loud	Teacher administers: <ul style="list-style-type: none"> <li>• Informal Reading Inventory (IRI)</li> <li>• Miscue Analysis</li> <li>• Running Record</li> <li>• Fluency Scale</li> </ul>	IRI recording sheets Running record Fluency scale
VOCABULARY	Understanding the meaning of words	The emergent reader is asked to: <ul style="list-style-type: none"> <li>• Provide a name for a picture</li> <li>• Rearrange a set of pictures to reflect logical sequence of events</li> <li>• Provide a word that best matches a definition or a picture</li> </ul> The more mature reader is asked to: <ul style="list-style-type: none"> <li>• Read, define, and use words in sentences</li> <li>• Take a vocabulary test</li> <li>• Define words before reading</li> </ul>	Written sample Tests Observation instruments
COMPREHENSION	Ability to understand what has been read	The child is asked to: <ul style="list-style-type: none"> <li>• Retell the text</li> <li>• Answer questions</li> <li>• Discuss</li> <li>• Take a test</li> </ul>	Checklists Observation instruments Answers to comprehension questions Interest inventories

FIGURE 9-7

continued

from: Cohen & Cowen (2011) "Literacy for  
Children in an information age" Chapter 9.  
pp 403-4

## Summary of Effective Literacy Assessments—cont'd

Literacy Area to Assess	Description	Informal Assessments	Instruments
CONCEPTS ABOUT PRINT	Knowledge about books and print that emerging readers demonstrate as they mature	<p>The child is asked to:</p> <ul style="list-style-type: none"> <li>• Identify the cover of a book</li> <li>• Point to the top, bottom of a book</li> <li>• Identify a word</li> <li>• Identify a sentence</li> <li>• Identify capital and lowercase letters</li> <li>• "Write" across a page</li> </ul>	<p>Checklists</p> <p>Observation instruments</p> <p>Surveys</p>
WRITING	Ability to write	<p>Child is asked to:</p> <ul style="list-style-type: none"> <li>• Compose a writing sample</li> <li>• Answer questions about interest in writing</li> </ul>	<p>Writing samples</p> <p>Questionnaires</p> <p>Checklists</p> <p>Rubrics</p> <p>Holistic scoring</p>
SPELLING	Ability to spell	<p>Child is asked to:</p> <ul style="list-style-type: none"> <li>• Spell words for a weekly quiz</li> <li>• Give a writing sample and the teacher analyzes spelling mistakes</li> </ul>	<p>Quizzes</p> <p>Checklist of developmental spelling stages</p>

FIGURE 9.7